

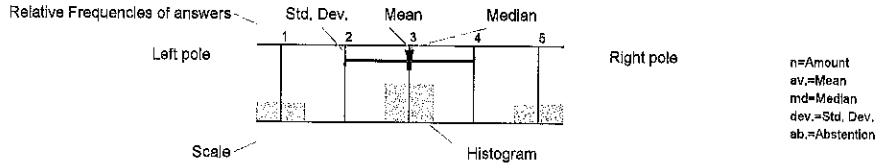
Greg Chamberlain
 KCCD-BAM 200830 ()
 No. of responses = 47



Survey Results

Legend

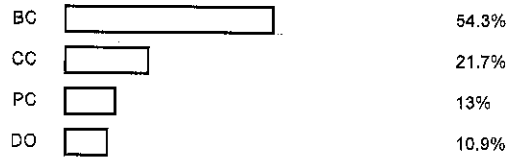
Question text



The KCCD Budget Allocation Model (BAM) is the mechanism used to distribute general unrestricted revenue to the colleges within the Kern Community College District. This is not to be confused with your college budget development process. Evaluating this allocation model is an important step to ensure its ongoing effectiveness. You have be...

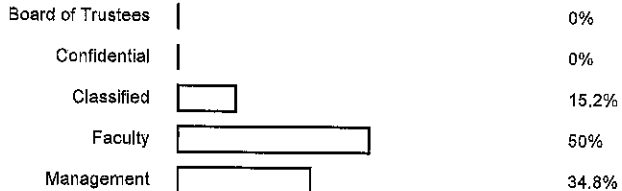
1.1) Location

n=46

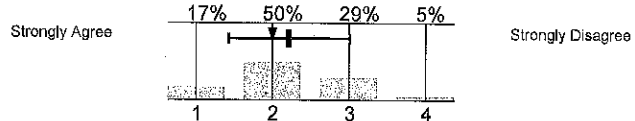


1.2) Employee Group

n=46

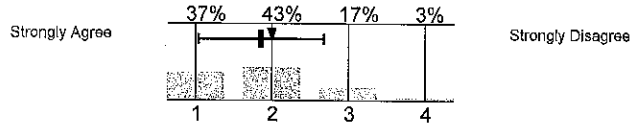


1.3) I understand the District-wide Budget Allocation Model.



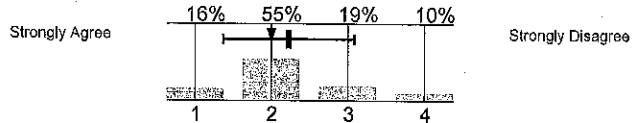
n=42
 av.=2.21
 md=2
 dev.=0.78
 ab.=6

1.5) Allocating resources using a combination of base funding and per FTES funding is equitable.



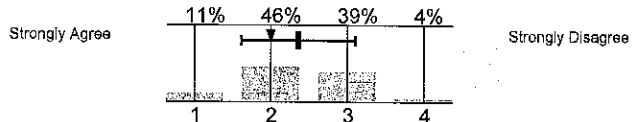
n=35
 av.=1.88
 md=2
 dev.=0.81
 ab.=11

1.7) The Budget Allocation Model adequately supports FTES growth.



n=31
 av.=2.23
 md=2
 dev.=0.64
 ab.=15

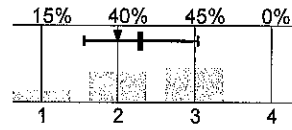
1.9) The Budget Allocation Model adequately addresses changes in revenue.



n=28
 av.=2.36
 md=2
 dev.=0.73
 ab.=19

1.11) The Budget Allocation Model adequately addresses credit vs. non credit FTES funding.

Strongly Agree

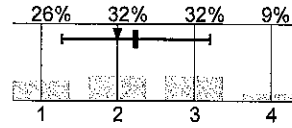


Strongly Disagree

n=20
av.=2.3
md=2
dev.=0.73
sb.=26

1.13) Adequate budget allocation information is available to me.

Strongly Agree

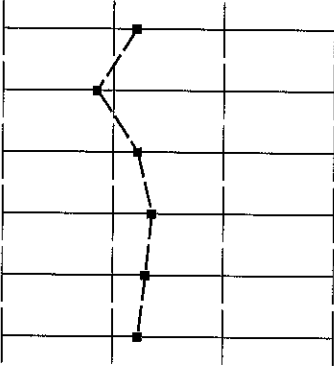


Strongly Disagree

n=34
av.=2.24
md=2
dev.=0.96
sb.=12

Profile

Subunit: District - General Surveys
 Name of the instructor: Greg Chamberlain
 Name of the course: KCCD-BAM 200830
 (Name of the survey)

1.3) I understand the District-wide Budget Allocation Model.	Strongly Agree		Strongly Disagree	av.=2.21
1.5) Allocating resources using a combination of base funding and per FTES funding is equitable.	Strongly Agree		Strongly Disagree	av.=1.86
1.7) The Budget Allocation Model adequately supports FTES growth.	Strongly Agree		Strongly Disagree	av.=2.23
1.9) The Budget Allocation Model adequately addresses changes in revenue.	Strongly Agree		Strongly Disagree	av.=2.36
1.11) The Budget Allocation Model adequately addresses credit vs. non credit FTES funding.	Strongly Agree		Strongly Disagree	av.=2.3
1.13) Adequate budget allocation information is available to me.	Strongly Agree		Strongly Disagree	av.=2.24

Comments Report

1.4) additional feedback

- I have only 5 weeks on the job so I'm not familiar with the budget allocation model. (1 Count)
- Need further information on this. (1 Count)
- For the most part, that is. See below. (1 Count)
- I personally have little, if any, experience dealing with budgets. I only heard a presentation made on the BAM when it was first in development. (1 Count)
- I was on the committee that developed the budget allocation model so I do feel I understand it:) (1 Count)
- It's been a while since I've gone over this model... I'm familiar with it but would require a review if I needed to use it. (1 Count)
- My understanding is that faculty members do not trust BAM since they lack faith in the district's leadership. Why trust a budget model from an organization that won't treat its employees (faculty and staff) fairly? The lack of contracts for both groups says it all. We have millions in reserves (as well as a healthy insurance reserve) and yet the district wants to make employees pay for health benefits and won't agree to raises. I'm not sure what the district's goal is, but it appears it wants to alienate all of its supporters. We soon will head back into the days of unfair labor practices, picketing, and shouting matches at Board of Trustee meetings. (1 Count)
- I have heard of the model, but I don't know the specific equations for allocation. (1 Count)
- There are parts that seem to have changed since the model was developed (1 Count)
- do not work with budgets so do not know effects, etc. (1 Count)
- I've heard about it, but not much understanding. Not sure how the info is distributed to staff? (1 Count)

1.6) Additional Feedback

- Supports the small colleges and rewards size at the same time. (1 Count)
- This seems to make sense, though, again, I have little background working with budgets. (1 Count)
- See above (1 Count)
- I can see how there could be exceptions to this situation. Some courses can be very expensive to run and have few FTES available. (1 Count)
- BC often "carries" the other 2 colleges in the district. Moreover, I believe that too much money is absorbed by the district. I wish the facilities at Bakersfield College were updated and revamped as often or as nicely as those at the district. Compare the restrooms, the furniture, the cleanliness, etc., etc., etc. The district is staffed adequately whereas the college has absorbed many cuts, particularly in the classified staff. (1 Count)
- CTE programs by nature will cost more than a GE classes that may have 100+ students. Because of that, FTES is not equitable. (1 Count)
- once again, have heard of the BAM, but do not fully understand it's impact on FTES (1 Count)
- Only if all of the colleges are receiving the same amount per FTES in terms of the courses that are offered at two colleges for longer periods and our college have less time because the state mandated that we follow the concept paper. (1 Count)

1.8) Additional Feedback

- When enrollment increases, student services staff (counselors, financial aid, admissions) should be increased. (1 Count)
- I agree, albeit after the fact. (1 Count)
- Though the colleges need more control over faculty hires. (1 Count)
- It can be beneficial for FTES growth. I want to make sure that we don't forget about the students that are not in the popular majors (Chemistry, Japanese...) (1 Count)
- I'm not sure the BAM is to blame for this; the state funding for growth with the growth cap is absurd. (1 Count)
- It would be nice to see some benefit of FTES growth in the year it is generated. (1 Count)
- Not enough understanding to fairly rate (1 Count)
- PC has a difficult time in this area due not having a sufficient adjunct pool. Therefore, PC has had a large amount of full-time faculty positions. The college either has to support the salaries of these positions, leaving less funding for anything else, or not be able to replace them and lose FTES. The only way that we can maintain the base is to Grow, employee salaries go up every year, utilities, fuel for college vehicles, and overall expenses and if we don't grow we can't even afford the base. (1 Count)

1.10) Additional Feedback

- This model fails to address shortfalls as well as it should. (1 Count)
- Not clear to me. (1 Count)
- My understanding is that when revenue goes down, the model doesn't "know what to do". (1 Count)
- Need to use previous year's revenue for tentative budget revenue in next, proximate year (1 Count)
- The confusion here is that the district charges the colleges back for all of their expenses and has the ability to hire the positions needed while the colleges do not. So what happens when there is a change of revenue? Who is asked to take the reductions? (1 Count)

1.12) Additional Feedback

- Needs more development if we are to encourage this type of growth. (1 Count)
- I'm not sure how non-credit units are "configured" into the model. (1 Count)
- If it does, do not know (1 Count)
- Not sure (1 Count)

1.14) Additional Feedback

- I would like to understand the District Office, District Wide, and Regulatory Charge Back Allocations better. I know they are necessary and must be considered, but how are these numbers calculated? (1 Count)
- This information is regularly provided at College Council meetings. (1 Count)
- I know our chapter VP serves on the BAM committee - so I guess I can get access if I needed to. (1 Count)

- I don't know. I have not looked for the information. (1 Count)
- communication is spotty and hasn't addressed changed processes (1 Count)
- I'm not sure I would understand the information; however, it is accessible. (1 Count)
- The question was asked why the original members of the BAM team weren't sent this initial survey, since this is the group that reviewed, studied, and researched this model/ (1 Count)
- Not sure where to obtain it. (1 Count)

1.15) What other issues are important to consider when evaluating the Budget Allocation Model?

- It will never be adequate in California, but is it fair? I think it is. (1 Count)
- Though the colleges need more control over faculty hires. This was one of the key elements of the BAM, each college was to have control over their money and expenditures. But we ended up having very little control over recent hiring-faculty, distance ed director. (1 Count)
- The model fails to address unequal burden for compliance issues such as the full-time faculty obligation, 50% law, and similar such requirements. A better model would recognize the impact that meeting those requirements has on each campus. (1 Count)
- How is this model functioning under the current budget issues affecting the state of CA? (1 Count)
- are allocations to the District Office equitable? During lean budget years, is the burden shared equally by District and college budgets? (1 Count)
- The model has been influenced by campus and district politics to the point where it is not an effective tool. (1 Count)
- The unfair impact of the District's overhead to each campus budget. (1 Count)
- Population growth, needs of the communities we serve, relations with our feeder schools, advertising, size of service area, rural vs metro environment, minimum staffing levels, (1 Count)
- Trust and integrity. What good is a budget model if those using it can't be trusted by faculty or staff? (1 Count)
- communication on a regular basis communication whenever there is a process change evaluation as an ongoing process (1 Count)
- The district does not generate FTES. KCCD is barely in compliance with the 50% law (In fact, right now, I believe it's out of compliance.), and the level of funding for district activities is one of the major problems. As BC absorbs more and more staff cuts, the district does not appear to. When I go to the district office and see the facilities, staffing, and supplies, my blood boils. Many of the faculty offices and class rooms and student areas at BC are outdated and in sad disrepair. Non-functioning toilets, filthy bathrooms, broken furniture, stained carpet, and the list could go on. Many departments lack any clerical support; our custodial staff can't keep up with the work on this decaying campus. Why is that acceptable for the college that generates the funds for the district (and to a degree, the other two colleges) yet not for the district. Something is very awry in the priorities. (1 Count)
- having more in depth workshops to fully train staff in all areas of the BAM and it's impact in all areas of funding such as FTES, Revenue etc. (1 Count)
- The model needs to address overcap concerns. Also, we should proactively plan for the effect of Delano becoming an independent campus and the new centers planned for BC. The mechanism for vetting and getting consensus on DO expenses needs to be improved. (1 Count)

1.16) Any other information you would like to share regarding the Budget Allocation Model.

- The District should receive money AFTER the colleges since the District does not generate FTES. (1 Count)

- Lots of hard work went into developing this model. I still believe the district office should hve a fund balance because it works to make spenders more frugal, like a savings account. (1 Count)
- The budgeting process and the allocation model should be done in an open forum where ALL stake holders could participae and understand the process. This would make things easier to swallow during tight budget years. (1 Count)
- This model is much better than the model used in prior years. For example, it's more straight forward and easier to follow. However, understanding the calculations behind some of the numbers would help me to grasp the whole process more clearly. (1 Count)
- It would be helpful to have a presentation to revisit this model, how it was intended to function, and its effectiveness to date. (1 Count)
- I have never had the opportunity to learn about the Budget Allocation Model. (1 Count)
- See above. (1 Count)
- The district office seems to continually grow as the college's are having to make cut-backs. The district should share more in the hard times. (1 Count)